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ABSTRACT

Developed so that teachers may become more aware of the areas of teaching and provision of resources that are a part of the Prince George's County Public Schools school library media program, this chart indicates broad areas where the library media specialist, using specialized knowledge and a collection of multimedia materials, may teach skills and also provide activities that reinforce and extend skills initiated in the classroom. For each grade level, kindergarten through 12, suggested student skill goals are listed for the following skill categories: (1) library media center procedures; (2) care of materials; (3) location of materials; (4) use of audiovisual materials; (5) production of audiovisual materials; (6) use of the card catalog; (7) location of information; (8) knowledge of and appreciation for literature; and (9) discrimination in the location, selection, and organization of information. Although not highlighted, skills designated by the MSDE (Maryland State Department of Education) Project Basic Skills are integrated into the chart. (KM)

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Basic Research and Communication Skills



K-12



- LOCATING
- READING
- ORGANIZING
- COMPREHENDING
- PRESENTING



PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS
OFFICE OF LIBRARY AND MEDIA SERVICES
UPPER MARLBORO, MARYLAND 20772
Dr. John A. Murphy, Superintendent

Revised 1987
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To the Teacher -

The resources and services of the school library media program, administered by professional library media specialists have an important role in teaching media skills. The goal is to enable all students to become lifelong learners. All students should be able to meet the functional reading, basic skill, and other curricular goals set by the Prince George's County School System and the Maryland State Department of Education. These goals include the use and comprehension of a variety of materials, meeting the reading needs for functioning in society, selecting reading as a personal activity, and locating a wide variety of reference sources. Many of these goals may be more easily and adequately achieved through the cooperative planning for student activities by the teacher and library media specialist. The professional knowledge and expertise of the library media specialist in teaching the skills of locating, retrieving and selecting information, as well as the encouragement of reading should contribute an integral segment to the schools' instructional program.

The listing of skill categories is provided for you so that you may be more aware of the areas of teaching and provision of resources which are a part of the school library media program. The decision on which skills should be taught and the setting of objectives should be done in each school to meet the curricular and personal needs of that particular student population.

Although not highlighted, the MSDE Project Basic Skills are integrated in this document.

Not intended to be an all inclusive listing, this chart indicates broad areas where the library media specialist using specialized knowledge and a collection of multi-media materials may teach skills and also provide activities which reinforce and extend skills initiated in the classroom. The most effective student learning occurs when the introduction, practice, reinforcement and follow-up activities are jointly planned by the teacher and the library media specialist. Reinforcement of all computer skills taught should be an on-going process.

Only general types of materials are indicated in this skills chart. Your familiarity with the resources in your school's library media center which support your subject area and/or grade level will be reflected in assignments to students.

For a more detailed listing of skills consult any of the following manuals which may be ordered from the warehouse.

7690-1512 Basic Reference and Research Skills Units for Grades K-8 (1982)

7690-1550 Procedural Manual for Library Media Program (1985)

7690-1551 Developing Competencies Through the Library Media Program, K-12 (1980)

7690-1703 Integrating the Library Skills Program into the Language Arts Curriculum, 7-12 (1983)

7690-1533 Library Media Activities for the Elementary School Program, K-6 (1982)

7690-1526 Library Media Activities for the Middle School Program, 7-8 (1981)

7690-1522 Media Center Skills, K-12 (1982)

7690-1707 Integrating the Library Media Program into the Social Studies Curriculum, 7-12 (1984)

7690-1712 Students as Authors—Writing Books, K-12 (1986)

Skill Categories

Kindergarten

THE STUDENT . . .

LIBRARY MEDIA CENTER PROCEDURES

- is taught and then follows the procedures for the check-out and return of materials
- learns and practices consideration for others when in the library media center
- leaves the center in order after use
- learns to ask for aid as needed
- is encouraged to suggest materials to be considered for purchase

CARE OF MATERIALS

- learns the proper care of books — how to open and hold properly, to turn pages correctly, to use book marks, to place in safe location, to have clean hands when using, etc.
- receives instruction in the correct ways to handle nonprint materials as how to hold a record and place on player, how to insert a cassette tape into player, how to handle a diskette, etc. and demonstrates care in the use of such materials

LOCATION OF MATERIALS

- learns the location of the easy fiction books

USE OF AUDIOVISUAL MATERIALS

- independently uses equipment after instruction in the proper operating procedures. Suggested equipment for independent use at this level:
record player, tape player, listening posts, filmstrip previewers, computer
- uses the following type(s) of computer software:
drill & practice, problem solving

PRODUCTION OF AUDIOVISUAL MATERIALS

- These skills are not generally acquired at this level

USE OF THE CARD CATALOG

- These skills are not generally acquired at this level.

Skill Categories

Kindergarten

THE STUDENT . . .

LOCATION OF INFORMATION

- uses pictures for factual information
- uses audiovisual media as sources of information

KNOWLEDGE OF AND APPRECIATION FOR LITERATURE

- hears appropriate literature read
- is introduced to literature through various audiovisual sources as films, records, tapes, TV, filmstrips, etc.
- shares books with peers
- tells stories
- browses in library media center for books of personal interest
- reacts to and discusses what has been read, viewed and heard

DISCRIMINATION IN THE LOCATION, SELECTION, AND ORGANIZATION OF INFORMATION

- begins to understand the differences between "real" and "not real" or fiction and non-fiction
- begins to select books to meet individual needs and interests
- begins to understand the following computer terms: diskette/tape, computer, program, keyboard, robot, disk drive/cassette player, monitor, joystick/mouse, printer, password, print
- begins to understand the impact of computers
- begins to understand the concept of a procedure

• These skills are suggested according to grade level. However, skills from more advanced level(s) may be more appropriate for some individuals and groups. Generally, the most effective student learning occurs if the introduction, instruction and follow-up activities are structured into curricular units by the cooperative planning of the teacher and the library media specialist.

Skill Categories	Grade 1 THE STUDENT . . .
LIBRARY MEDIA CENTER PROCEDURES ■	• follows the procedures for the check-out and return of materials • practices consideration for others when in the library media center • leaves the center in order after use • seeks aid as needed • visits the center with a specific purpose for the use of the resources • is encouraged to suggest materials to be considered for purchase
CARE OF MATERIALS ■	• practices the proper care of books — opens and holds properly, turns pages correctly, uses bookmarks, places in safe location, etc. • continues to receive instruction in the correct ways to handle non-print materials as how to hold a record and place on player, how to insert a cassette tape into player, how to handle a diskette, etc. and demonstrates care in the use of such materials
LOCATION OF MATERIALS ■	• knows the location of the easy fiction books • learns the location of the easy non-fiction books
USE OF AUDIOVISUAL MATERIALS ■	• independently uses equipment after instruction in the proper operating procedures. Suggested equipment for independent use at this level: record player, tape player, listening posts, filmstrip previewers, overhead projector, computer • uses the following type(s) of computer software: drill and practice, problem solving
PRODUCTION OF AUDIOVISUAL MATERIALS ■	• These skills are not generally acquired at this level.
USE OF THE CARD CATALOG ■	• These skills are not generally acquired at this level.

Skill Categories	Grade 1 THE STUDENT . . .
LOCATION OF INFORMATION ■	• uses pictures for factual information • begins to use easy non-fiction books • uses audiovisual media as sources of information
KNOWLEDGE OF AND APPRECIATION FOR LITERATURE ■	• hears appropriate literature read • is introduced to literature through various audiovisual media as films, records, tapes, TV, filmstrips, etc. • shares books with peers • tells stories • browses in library media center for books of personal interest for independent reading • reacts to and discusses what has been read, viewed and heard
DISCRIMINATION IN THE LOCATION, SELECTION, AND ORGANIZATION OF INFORMATION ■	• understands the difference between fiction and non-fiction • selects books to meet individual needs and interests • begins to use a "rule of thumb" *to aid in choosing books which are near personal ability level • is encouraged to make inferences from materials read, viewed and heard • begins to understand the following computer terms: (all from K) plus hardware/software • begins to understand the impact of computers • begins to understand the concept of a procedure * Open the book to pages with several paragraphs, read the paragraphs (should be about 100 word section) count missed words on the fingers of one hand, if more than five words other than proper nouns are missed, choose another book
• These skills are suggested according to grade level. However, skills from more advanced level(s) may be more appropriate for some individuals and groups. Generally, the most effective student learning occurs if the introduction, instruction and follow-up activities are structured into curricular units by the cooperative planning of the teacher and the library media specialist.	

Skill Categories	Grade 2 THE STUDENT • • •
LIBRARY MEDIA CENTER PROCEDURES ■	• follows the procedures for the check-out and return of materials • practices consideration for others when in the library media center • leaves the center in order after use • seeks aid as needed • visits the center with a specific purpose for the use of the resources • suggests materials to be considered for purchase
CARE OF MATERIALS ■	• practices the proper care in using all print materials • continues to receive instruction in the correct ways to handle non-print materials as how to check for straight edge on filmstrip and how to insert in projector, how to turn a computer on and off, how to insert a diskette into the drive, etc. and demonstrates care in the use of such materials
LOCATION OF MATERIALS ■	• knows the location of the easy fiction and easy non-fiction books • learns that the easy fiction books are shelved alphabetically by the author's last name • knows the location of the current magazines • begins to learn the location of the non-print materials • knows the location of the nearest public library or bookmobile stop
USE OF AUDIOVISUAL MATERIALS ■	• independently uses equipment after instruction in the proper operating procedures. Suggested equipment for independent use at this level: record player, tape players, listening posts, filmstrip previewers and projectors, overhead projector, microfiche reader, computer • uses the following type(s) of computer software: drill and practice, problem solving
PRODUCTION OF AUDIOVISUAL MATERIALS ■	• after instruction may produce simple transparencies by drawing on acetate sheets, filmstrips using "U" film and tape recordings
USE OF THE CARD CATALOG ■	• learns that the card catalog is the index to the materials in the library media center • learns that the card catalog is arranged alphabetically as is the dictionary • begins to understand that books may be located by author, title and subject cards (These skills are taught at this level to students who demonstrate readiness.)

Skill Categories

Grade 2

THE STUDENT •••

LOCATION OF INFORMATION

- uses easy non-fiction books and audiovisual media as sources of information
- is introduced to and begins to use introductory encyclopedias (these skills are taught to students who demonstrate readiness)

KNOWLEDGE OF AND APPRECIATION FOR LITERATURE

- hears appropriate literature read
- extends knowledge of literature through various audiovisual media as films, filmstrips, recordings, TV programs, etc.
- is introduced to some different forms of literature as folk and fairy tales
- uses several methods of sharing with peers what has been read, viewed and heard
- browses in the library media center for books and other materials to meet personal interest needs for independent reading
- is encouraged through book talks, displays, etc. to widen reading interests
- writes and illustrates stories and poems
- reacts to and discusses what has been read, viewed and heard

DISCRIMINATION IN THE LOCATION, SELECTION, AND ORGANIZATION OF INFORMATION

- understands the difference between fiction and non-fiction
- selects books and audiovisuals to meet needs and interests
- uses a "rule of thumb" *to aid in choosing books which are near personal ability level
- begins to seek materials in terms of purpose(s)
- is encouraged to make inferences from materials read, viewed and heard
- achieves mastery in the meaning and use of computer terms introduced in previous years
- continues to understand the impact of computers
- continues to understand the concept of a procedure

* Open the book to pages with several paragraphs, read the paragraphs (should be about 100 word section), count missed words on the fingers of one hand, if more than five words other than proper nouns are missed, choose another book

• These skills are suggested according to grade level. However, skills from more advanced level(s) may be more appropriate for some individuals and groups. Generally, the most effective student learning occurs if the introduction, instruction and follow-up activities are structured into curricular units by the cooperative planning of the teacher and the library media specialist.

Skill Categories	Grade 3 THE STUDENT . . .
LIBRARY MEDIA CENTER PROCEDURES ■	• follows the procedures for the check-out and return of materials • practices consideration for others when in the library media center • leaves the center in order after use • seeks aid as needed • visits the center with a specific purpose for the use of the resources • suggests materials to be considered for purchase
CARE OF MATERIALS ■	• practices the proper care in using all print materials • continues to receive instruction in the correct ways to handle non-print materials as how to check for straight edge on filmstrip and how to insert in projector, how to place microfiche on reader for use, how to insert diskette into drive, etc. and demonstrates care in use of such materials
LOCATION OF MATERIALS ■	• begins to learn the location and arrangement of the fiction and non-fiction books • learns the location of the reference section • learns the location of the non-print materials • knows the location of the study prints, realia and other resources needed for use • knows the location of the nearest public library or bookmobile stop • understands that the books at the public library are arranged in a manner similar to the school library media center
USE OF AUDIOVISUAL MATERIALS ■	• independently uses equipment after instruction in the proper operating procedures. Suggested equipment for independent use at this level: record player, tape player and recorder, listening posts, filmstrip previewer and projector, overhead projector, microfiche reader, computer • uses the following type(s) of computer software: drill and practice, problem solving
PRODUCTION OF AUDIOVISUAL MATERIALS ■	• after instruction may produce simple transparencies by drawing on acetate sheets, filmstrips using "U" film, tape recordings, slides, photographs
USE OF THE CARD CATALOG ■	• understands that the card catalog is the index to the materials in the center • learns that it is arranged alphabetically as is the dictionary • learns the purpose of author, title and subject cards and begins to locate examples of each. • begins to use letters on front of drawers to identify needed drawer

Skill Categories	Grade 3 THE STUDENT ...
LOCATION OF INFORMATION ■	• uses easy non-fiction books and audiovisual materials as sources of information • uses models and other realia as resources where available • learns the purpose of the reference section and is introduced to some of the types of books found there • begins to learn the arrangement and organization of one encyclopedia and to use it for locating information (these skills are taught at this level to students who demonstrate readiness)
KNOWLEDGE OF AND APPRECIATION FOR LITERATURE ■	• hears appropriate literature read • extends knowledge of literature through various audiovisual media as films, filmstrips, recordings, TV programs, etc. • is introduced to more different forms of literature as fables and short story collections • uses several methods of sharing with peers what has been read, viewed and heard • browses in the library media center for books and other materials to meet personal interest needs for independent reading • is encouraged through book talks, displays, etc. to widen reading interests • is introduced to appropriate magazines containing short stories, poems, etc. • writes and illustrates stories and poems • reacts to and discusses what has been read, viewed and heard
DISCRIMINATION IN THE LOCATION, SELECTION, AND ORGANIZATION OF INFORMATION ■	• begins to use knowledge of the parts of a book as the table of contents, the index, etc. as aids in locating information • begins to use skimming techniques seeking key words and/or phrases • begins to develop ability for setting purpose(s) by considering the topic and key question(s) • begins to develop abilities to seek materials in terms of set purpose(s) • attempts to select materials of proper ability level • makes inferences from materials read, viewed and heard • begins to understand the following computer terms: - flow chart, memory, terminal • continues to understand the impact of computers • begins to understand the concept of a flowchart
• These skills are suggested according to grade level. However, skills from more advanced level(s) may be more appropriate for some individuals and groups. Generally, the most effective student learning occurs if the introduction, instruction and follow-up activities are structured into curricular units by the cooperative planning of the teacher and the library media specialist.	

Skill Categories	Grade 4 THE STUDENT...
LIBRARY MEDIA CENTER PROCEDURES ■	• follows the procedures for the check-out and return of materials • practices consideration for others when in the library media center • leaves the center in order after use • becomes more independent in locating desired materials, but seeks aid as needed • visits the center with a specific purpose for the use of the resources • suggests materials to be considered for purchase
CARE OF MATERIALS ■	• practices the proper care in using all print materials • continues to receive instruction in the correct ways to handle non-print materials and demonstrates care in the use of such materials
LOCATION OF MATERIALS ■	• knows the location of the fiction and non-fiction books • begins to learn the organization of materials: that the fiction books are shelved alphabetically by the first two initials of the author's last name and that the non-fiction books are organized by the 10 main subject classifications of the Dewey Decimal System. • knows the location of the non-print materials, the reference section, current and back copies of magazines, newspapers, realia, etc. • learns about the types of materials kept in the vertical file, their subject arrangement and the location of the file • knows that the biographies are in a special section and that single biographies are shelved alphabetically by the first two initials of the biographee's last name • knows the location of the nearest public library or bookmobile stop • understands that the materials at the public library are organized in a manner similar to the school library media center
USE OF AUDIOVISUAL MATERIALS ■	• independently uses equipment after instruction in the proper operating procedures. Suggested equipment for independent use at this level: record player, tape player and recorder, listening posts, filmstrip previewer and projector, overhead projector, microfiche reader, opaque projector, cameras, slide projector, 8 mm filmloop projector, computer peripheral equipment • uses the following type(s) of computer software: drill and practice, problem solving
PRODUCTION OF AUDIOVISUAL MATERIALS ■	• after instruction may produce transparencies by drawing on acetate sheets, filmstrips using "U" film, tape recordings, slides, photographs and others as materials and equipment are available
USE OF THE CARD CATALOG ■	• understands that the card catalog is the index to the materials in the center • uses letters on front of drawers to identify needed drawer • begins to use guide words in drawers to facilitate locating cards • demonstrates ability to use the alphabetical arrangement • locates author, title, subject cards • learns that the call number on the card represents the shelf location of the material • begins to locate fiction books after identifying in the card catalog • learns the symbols on the cards which represent non-print materials as FS for filmstrip, TA for tape, etc. • begins to use card catalog to determine if center has desired materials before asking • practices locating materials after identifying in the card catalog

Skill Categories

Grade 4

THE STUDENT...

LOCATION OF INFORMATION

- extends understandings of the purpose, arrangement, and kinds of materials in the reference section
- learns the organization and types of information presented in some special reference books such as almanacs, atlases, etc. and practices their use through curricular assignments
- uses the non-fiction books in seeking information
- uses audiovisual media as sources
- knows the location of and uses the collection of materials on Maryland
- uses models and other realia as resources
- is introduced to general encyclopedias, begins to learn the arrangement and organization of some general encyclopedia(s) and to use for locating information for curricular and personal needs

KNOWLEDGE OF AND APPRECIATION FOR LITERATURE

- hears appropriate literature read
- utilizes audiovisual media such as recordings, films, filmstrips, TV programs, etc. to extend knowledge of literature
- is introduced to and uses sources of information on authors and illustrators
- is introduced to more different forms of literature as tall tales, etc.
- uses a variety of methods of sharing with peers what has been read, viewed and heard
- browses in the library media center for books and other materials to meet personal interest needs for independent reading
- is encouraged through book talks, displays, etc. to widen reading interests
- reads appropriate magazines
- is encouraged to read fiction which extends understandings of curricular units
- reads from several fiction genres
- reads and tells stories to younger students
- writes and illustrates stories and poems
- reacts to and discusses what has been read, viewed and heard

DISCRIMINATION IN THE LOCATION, SELECTION, AND ORGANIZATION OF INFORMATION

- extends use of knowledge of the parts of a book as aids in locating information utilizing the table of contents, indexes, glossaries, appendixes, etc.
- uses knowledge of special reference sources to identify materials which may provide needed information
- continues to develop skills in setting purpose(s) by considering the topic and key question(s)
- improves abilities to seek materials in terms of set purpose(s)
- improves and uses skimming techniques
- begins to use the card catalog, the Dewey Decimal organization of materials and other indexes as aids in identifying sources of information
- avoids plagiarism
- begins to develop skills in summarizing, paraphrasing and note taking
- begins to seek more than one source
- attempts to select materials of proper ability level
- makes inferences from materials read, viewed and heard
- begins to understand the following computer terms: modem, network, log-off/log-on, off-line/on-line, save/delete, menu
- continues to understand the impact of computers
- continues to understand the concept of a flowchart

• These skills are suggested according to grade level. However, skills from more advanced level(s) may be more appropriate for some individuals and groups. Generally, the most effective student learning occurs if the introduction, instruction and follow-up activities are structured into curricular units by the cooperative planning of the teacher and the library media specialist.

Skill Categories	Grade 5 THE STUDENT...
LIBRARY MEDIA CENTER PROCEDURES ■	• follows the procedures for the check-out and return of materials • practices consideration for others when in the library media center • leaves the center in order after use • attempts to independently locate materials before seeking aid • visits the center with a specific purpose for the use of the resources • suggests materials to be considered for purchase
CARE OF MATERIALS ■	• practices the proper care in using all print materials • continues to receive instruction in the correct ways to handle non-print materials and demonstrates care in the use of such materials • begins to understand the concept of piracy and copyright laws
LOCATION OF MATERIALS ■	• demonstrates a knowledge of the location of the print and non-print materials • understands that the non-print materials are generally organized by the Dewey Decimal System • becomes increasingly able to use the subject organization of the Dewey Decimal System classes and subclasses to locate materials. • knows the location of the nearest public library or bookmobile stop • understands that the materials at the public library are organized in a manner similar to the school library media center
USE OF AUDIOVISUAL MATERIALS ■	• independently uses equipment after instruction in the proper operating procedures. Suggested equipment for independent use at this level: record player, tape player and recorder, listening posts, filmstrip previewer and projector, overhead projector, microfilm reader, opaque projector, cameras, 8 mm filmloop projector, slide projector, 8 mm and 16 mm projectors, videotape, computer/peripheral equipment, others as available • uses the following type(s) of computer software: drill and practice, problem solving, introduction to programming, and word processing
PRODUCTION OF AUDIOVISUAL MATERIALS ■	• after instruction may produce transparencies, "U" film filmstrips, tape recordings, slides, photographs, live and animated 8 mm films, videotapes and others as materials and equipment are available • begins to consider the strengths of the various audiovisual techniques available and tries to choose the one(s) best suited to meet purpose(s) in the presentation of the information
USE OF THE CARD CATALOG ■	• demonstrates understanding that the card catalog is the index to the materials in the center • uses letters on front of the drawers to identify needed drawer • uses guide words in the drawers to facilitate locating cards • demonstrates ability to use alphabetical arrangement • understands that the call number on the card represents the shelf location of the material • locates fiction books after identifying in the card catalog • practices locating non-fiction books and audiovisual materials after identifying in the card catalog • identifies cards and symbols which represent non-print materials • uses card catalog to determine if center has desired material before asking • is made aware of the descriptive information on the cards such as the annotation, presence of illustrative materials and other special features such as glossaries, date of publication, the tracings etc.

Skill Categories

Grade 5 STUDENT ...

LOCATION OF INFORMATION

- is introduced to the arrangement and organization of more special reference books as gazeteers, biographical dictionaries, etc. and practices their use through assignments
- uses the non-fiction books and audiovisual media as sources of information
- seeks information in the vertical file
- uses models and other realia as resources
- is introduced to the value of newspapers and magazines as sources of current information
- extends skills in using encyclopedias for locating information and demonstrates the ability to use the index, guide words, subheadings, cross-references and other features as aids in locating information

KNOWLEDGE OF AND APPRECIATION FOR LITERATURE

- hears appropriate literature read
- utilizes audiovisual media such as recordings, films, filmstrips, TV programs, etc. to extend knowledge of literature
- is introduced to more forms of literature as myths, legends, etc.
- uses sources of information on authors and illustrators
- uses a variety of methods of sharing with peers what has been read, viewed and heard
- browses in the library media center for books and other materials to meet personal interest needs for independent reading
- is encouraged through book talks, displays, etc. to widen reading interests
- reads appropriate magazines
- is encouraged to read fiction which extends understandings of curricular units
- reads from several fiction genres
- reads and tells stories to younger students
- writes and illustrates stories and poems
- reacts to and discusses what has been read, viewed and heard

DISCRIMINATION IN THE LOCATION, SELECTION, AND ORGANIZATION OF INFORMATION

- continues to improve skills in the use of the parts of a book as aids in identifying information needed
- uses knowledge of special reference sources to identify materials which may provide needed information
- seeks materials in terms of purpose(s)
- continues to improve skimming techniques
- uses the card catalog, the Dewey Decimal organization of materials and other indexes as aids in identifying sources of information
- avoids plagiarism
- continues to develop skills in summarizing, paraphrasing, and note taking
- seeks several sources
- begins to consider criteria for judging materials in terms of usefulness for meeting purpose(s). Criteria may include such areas as coverage, currentness, readability, presence and quality of illustrations, technical quality of audiovisual materials, etc.
- attempts to select materials of proper ability level
- makes inferences from materials read, viewed and heard
- begins to understand the following computer terms: input/output, RAM/ROM, microcomputer/minicomputer, speech synthesizer
- achieves mastery in the meaning and use of computer terms introduced in previous years
- continues to understand the impact of computers
- achieves mastery of procedural thinking skills

• These skills are suggested according to grade level. However, skills from more advanced level(s) may be more appropriate for some individuals and groups. Generally, the most effective student learning occurs if the introduction, instruction and follow-up activities are structured into curricular units by the cooperative planning of the teacher and the library media specialist.

Skill Categories	Grade 6 THE STUDENT . . .
LIBRARY MEDIA CENTER PROCEDURES ■	• follows the procedures for the check-out and return of materials • practices consideration for others when in the library media center • leaves the center in order after use • attempts to independently locate materials before seeking aid • visits the center with a specific purpose for the use of the resources • suggests materials to be considered for purchase
CARE OF MATERIALS ■	• practices the proper care in using all print materials • continues to receive instruction in the correct ways to handle non-print materials and demonstrates care in the use of such materials • continues to understand the concept of piracy and copyright laws
LOCATION OF MATERIALS ■	• demonstrates the ability to locate the print and non-print materials • continues to add to knowledge of the Dewey Decimal System and to use that organization to aid in locating information • knows the location of the nearest public library or bookmobile stop • understands that the materials at the public library are organized in a manner similar to the school library media center
USE OF AUDIOVISUAL MATERIALS ■	• independently uses equipment after instruction in the proper operating procedures. Suggested equipment for independent use at this level: record player, tape player and recorder, listening posts, filmstrip previewer and projector, overhead projector, microfiche reader, opaque projector, cameras, 8 mm filmloop projector, slide projector, 8 mm and 16 mm projectors, video tape, computer/peripheral equipment, others as available • uses the following type(s) of computer software: drill and practice, problem solving, programming, word processing, and introduction to graphics
PRODUCTION OF AUDIOVISUAL MATERIALS ■	• after instruction may produce transparencies, "U" film filmstrips, tape recordings, slides, photographs, live and animated 8 mm film, videotapes and others as materials and equipment are available • considers the strengths of the various audiovisual techniques available and tries to choose the one(s) best suited to meet purpose(s) in the presentation of the information
USE OF THE CARD CATALOG ■	• demonstrates understanding that the card catalog is the index to the materials in the center • independently uses the card catalog • attempts to locate identified material before asking for aid • becomes more adept at locating identified materials after use of the card catalog • is introduced to and begins to use the cross reference cards • extends understanding of the various types of descriptive information on the cards and its use in helping to identify possible sources of information

Skill Categories	Grade 6 THE STUDENT . . .
LOCATION OF INFORMATION ■	• adds to knowledge of special reference books such as books of quotations, books of statistics, directories, etc. and practices their use through assignments • uses non-fiction books and audiovisual media as sources of information • uses models and other realia as resources • is introduced to the format of an index to children's magazines and uses the index to locate sources • begins to learn the format and arrangement of newspapers and magazines and to use them as sources of current information • seeks information in the vertical file • begins to use bibliographies to identify possible sources • practices and extends skills in using encyclopedias for locating information
KNOWLEDGE OF AND APPRECIATION FOR LITERATURE ■	• hears appropriate literature read • utilizes audiovisual media such as recordings, films, filmstrips, TV programs, etc. to extend knowledge of literature • is introduced to more forms of literature as epics, types of poetry, etc. • uses sources of information on authors and illustrators • uses a variety of methods of sharing with peers what has been read, viewed and heard • browses in the library media center for books and other materials to meet personal interest needs for independent reading • is encouraged through book talks, displays, etc. to widen reading interests • reads appropriate magazines • is encouraged to read fiction which extends understandings of curricular units • reads from several fiction genres • reads and tells stories to younger students • writes and illustrates stories and poems • reacts to and discusses what has been read, viewed and heard
DISCRIMINATION IN THE LOCATION, SELECTION, AND ORGANIZATION OF INFORMATION ■	• uses the parts of a book as aids in identifying needed information • seeks materials in terms of purpose(s) • continues to improve skimming techniques • uses the Dewey Decimal organization, the card catalog and other indexes as aids in identifying sources of information • avoids plagiarism • continues to develop skills in summarizing, paraphrasing, note taking and outlining • seeks several sources • uses knowledge of special reference sources to identify materials which may provide needed information • seeks current information through newspapers, magazines and the vertical file materials • uses bibliographies to identify possible sources • extends use of criteria for judging materials in terms of usefulness for meeting purpose(s). Criteria may include such areas as coverage, authority, currentness, readability, presence and quality of illustrations, technical quality of audiovisual materials, etc. • examines several sources and tries to determine those best suited to meet purpose(s) • is introduced to the value of the added information often gained by seeking materials on topics related to the main topic • attempts to select materials of proper ability level • makes inferences from material read, viewed and heard • achieves mastery in the meaning and use of computer terms introduced in previous years • continues to understand the impact of computers • achieves mastery of flowchart

Skill Categories	Grade 7 THE STUDENT . . .
LIBRARY MEDIA CENTER PROCEDURES ■	- receives a structured orientation to the library media center cooperatively planned by the library media specialist and the team, department and/or teacher. It should include the organization and location of the materials and equipment as well as the policies and procedures for the use of the center and its resources. - after orientation follows the procedures for: - check out and return of materials and equipment - use of equipment - group and individual use of the center - use of materials in the center - shows consideration of others when in the center - is encouraged to make suggestions of materials to be considered for purchase - visits the center with a constructive purpose for the use of the resources
CARE OF MATERIALS ■	- demonstrates responsibility in the care and use of all print and non-print materials - alerts the library media specialist to damaged materials or equipment
LOCATION OF MATERIALS ■	- demonstrates knowledge of the location and organization of the materials in the center. This should include: - fiction arranged alphabetically by the first two letters of the author's last name - non-fiction organized by subject through the Dewey Decimal System - the location and organization of the biographies both single and collective - the location and organization of the reference section - the location and subject organization of the vertical file(s) - the location of special collections - the location of various non-print materials - the location of models and other realia - knows the location of the nearest public library and understands that the materials there are, generally, organized in an order similar to the school library media center.
USE OF AUDIOVISUAL EQUIPMENT ■	- properly operates and cares for audiovisual equipment after instruction or a review of instruction. Such equipment may include: - record players, tape recorders and players, listening posts, filmstrip projectors and previewers, slide projectors, overhead projectors, opaque projectors, microform readers, 8 mm filmloop projectors, cameras, 8 mm and 16 mm projectors, videotape components, computer/peripheral equipment, others as available - uses the following type(s) of computer software: - introduction to data base, spread sheet, graphics and utilities - continues to develop computer software skills taught in previous years
PRODUCTION OF AUDIOVISUAL MATERIALS ■	- receives any needed instruction in the production of audiovisual materials. The planning for such projects should be cooperatively done by teacher and library media specialist. Production may be slides, tapes, videotapes, transparencies, 8 mm films, photographs and others as materials and equipment are available - considers the strengths of the various media available and selects the most suitable
USE OF THE CARD CATALOG ■	- understands that the card catalog is the index to the materials in the library media center - receives instruction and develops skills in identifying possible sources of information through the card catalog by: - use of the alphabetical filing arrangement - use of the guide letters on the front of the drawers - use of the guide words in the catalog - use of author, title and subject cards - use of the cross-reference cards - use of the descriptive information on the cards such as the annotation; notation of special features such as maps, illustrations, glossaries, the tracings, etc. - differentiating the cards and symbols which represent the non-print materials - understands that history by subject, as United States History, is arranged chronologically rather than alphabetically - locates the actual material after identifying in the card catalog - understands that public and other libraries may have book or microform catalogs

Skill Categories

Grade 7

THE STUDENT •••

LOCATION OF INFORMATION



- understands the purpose, scope and limitations of general encyclopedias
- is introduced to the general encyclopedias in the library media center
- receives instruction on the organization of the encyclopedias
- extends skills in using encyclopedias for seeking information to meet personal and curricular needs
- receives review as necessary on the organization and purpose of reference sources such as almanacs, yearbooks, atlases, gazetteers, etc.
- is introduced to and begins to use indexes to periodicals, biography, plays, short stories, etc.
- understands the types of materials kept in the vertical file and the subject arrangement of the file
- is introduced to and begins to use for curricular assignments sources which deal with one subject such as encyclopedias of science, art, music, etc.; books of statistics, directories, government and political sources, special yearbooks, field guides, literary and historical sources, materials on careers, and others
- uses bibliographies to identify sources
- seeks current information through newspapers, magazines and vertical file materials
- uses audiovisual media as sources of information
- uses models and other realia
- seeks additional sources in the public library and through other community resources

KNOWLEDGE OF AND APPRECIATION FOR LITERATURE



- browses through the collection to seek materials of personal interest for independent reading
- reads from a variety of literature forms and genres
- reads magazines as another source of literature
- is encouraged to choose for reading fiction which extends understandings of curricular units
- utilizes audiovisual media such as TV programs, films, recordings, filmstrips, etc. to extend knowledge of literature
- is encouraged through book talks, displays, etc. to widen reading interests
- knows characteristics of some forms of literature
- recognizes elements such as plot, theme, style, mood, motivation, characterization, etc. in materials read, viewed and heard
- shares with peers by oral, written and audiovisual means what has been read, viewed and heard
- reacts to and discusses what has been read, viewed and heard

DISCRIMINATION IN THE LOCATION, SELECTION, AND ORGANIZATION OF INFORMATION



• These skills are suggested according to grade level. However, skills from the previous or more advanced level(s) may be more appropriate for some individuals and groups. Generally, the most effective student learning occurs if the introduction, instruction and follow-up activities are structured into curricular units by the cooperative planning of the teacher and the library media specialist.

- uses all the parts of a book such as the table of contents, indexes, graphics, bibliographies, etc. as aids in locating information
- uses knowledge of special reference sources to identify materials which may provide needed information
- practices skimming techniques
- uses the index to periodicals and other indexes to more rapidly identify possible sources
- avoids plagiarism
- summarizes and paraphrases
- uses note taking and outlining
- compiles bibliographies using a standard form
- locates and examines a number of sources and begins to discriminate from among them those best suited to meet purpose(s)
- begins to apply some criteria when judging the value of materials. Criteria may include such considerations as coverage, currentness, quality of illustrations, viewpoint, the technical quality of audiovisual media, etc.
- begins to understand the value of the added information acquired through seeking materials on topics related to the main topic
- chooses with assistance when needed materials which meet personal ability level
- distinguishes between fact and opinion
- makes inferences and draws conclusions from materials read, viewed and heard
- begins to understand the following computer terms:
 - microprocessor/integrated circuit, byte/bit, boot, format/initialize
- achieves mastery in the meaning and use of computer terms introduced in previous years
- has a basic knowledge of computer related occupations and the impact of computers in daily living
- achieves mastery of flowchart

Skill Categories	Grade 8 THE STUDENT ...
LIBRARY MEDIA CENTER PROCEDURES ■	- receives a structured orientation to the materials, equipment, organization, policies and procedures if deemed necessary by the library media specialist and/or teacher(s) - follows the procedures for: - check out and return of materials and equipment - use of the equipment - group and individual use of the center - use of the materials in the center - shows consideration of others when in the center - is encouraged to make suggestions of materials to be considered for purchase - visits the center with a constructive purpose for the use of the resources
CARE OF MATERIALS ■	- demonstrates responsibility in the care and use of all print and non-print materials - alerts the library media specialist to damaged materials or equipment
LOCATION OF MATERIALS ■	- demonstrates knowledge of the location and organization of the materials in the center. This should include: - fiction arranged alphabetically by the first two letters of the author's last name - non-fiction organized by subject through the Dewey Decimal System - the location and organization of the biographies both single and collective - the location and organization of the reference section - the location and subject organization of the vertical file(s) - the location of special collections - the location of various non-print materials - the location of models and other realia - knows the location of the nearest public library and understands that the materials there are, generally, organized in an order similar to the school library media center.
USE OF AUDIOVISUAL MATERIALS ■	- properly operates and cares for audiovisual equipment after instruction or a review of instruction. Such equipment may include: - recorder players, tape recorders and players, listening posts, filmstrip projectors and previewers, slide projectors, overhead projectors, opaque projectors, microform readers, 8 mm filmloop projectors, cameras, 8 mm and 16 mm projectors, videotape components, computer peripheral, others as available - uses the following type(s) of computer software: - data base, graphics, spread sheets, utilities - continues to develop computer software skills taught in previous years
PRODUCTION OF AUDIOVISUAL MATERIALS ■	- receives any needed instruction in the production of audiovisual materials. The planning for such projects should be cooperatively done by teacher and library media specialist. Production may be slides, tapes, videotapes, transparencies, 8 mm films, photographs and others as materials and equipment are available - considers the strengths of the various media available and selects the most suitable
USE OF THE CARD CATALOG ■	- understands that the card catalog is the index to the materials in the library media center - demonstrates the ability to identify possible sources of information through the card catalog by: - use of the alphabetical filing arrangement - use of the guide letters on the front of the drawers - use of the guide words in the catalog - use of the author, title and subject cards - use of the cross-reference cards - use of the descriptive information on the cards such as the annotation, notation of special features such as maps, illustrations, glossaries, the tracings, etc. - differentiating the cards and symbols which represent the non-print materials - understands that history by subject, as United States History, is arranged chronologically rather than alphabetically - locates the actual material after identifying in the card catalog - understands that public and other libraries may have book or microform catalogs

Skill Categories

Grade 8

THE STUDENT ...

LOCATION OF INFORMATION

- understands the purpose, scope and limitations of general encyclopedias
- extends skills in using encyclopedias for seeking information to meet personal and curricular needs
- receives review as necessary on the organization and purpose of various reference sources
- continues to increase use through curricular assignments of sources which deal with one subject such as encyclopedias of science, music, art, etc.; books of statistics, directories, government and political sources, special yearbooks, field guides, literary and historical sources, materials on careers, and others
- uses the indexes to periodicals, plays, short stories, etc.
- uses bibliographies to identify sources
- seeks current information through newspapers, magazines and vertical file materials
- uses audiovisual media as sources of information
- uses models and other realia
- seeks additional sources in the public library and through other community resources

KNOWLEDGE OF AND APPRECIATION FOR LITERATURE

- browses through the collection to seek materials of personal interest for independent reading
- reads from a variety of literature forms and genres
- reads magazines as another source of literature
- is encouraged to choose for reading fiction which extends understandings of curricular units
- utilizes audiovisual media such as TV programs, films, recordings, filmstrips, etc. to extend knowledge of literature
- is encouraged through book talks, displays, etc. to widen reading interests
- knows characteristics of some forms of literature
- recognizes elements such as plot, theme, style, mood, motivation, characterization, etc. in materials read, viewed and heard
- shares with peers by oral, written and audiovisual means what has been read, viewed and heard
- reacts to and discusses what has been read, viewed and heard

DISCRIMINATION IN THE LOCATION, SELECTION, AND ORGANIZATION OF INFORMATION

- uses all the parts of a book to aid in locating information and in judging appropriateness for meeting needs
- uses knowledge of special reference materials to identify possible sources of needed information
- compiles bibliographies using a standard form
- uses the index to periodicals and other indexes to more rapidly identify possible sources
- practices skimming techniques
- avoids plagiarism
- summarizes and paraphrases
- uses note taking and outlining
- locates and examines a number of sources and becomes more discriminating in choosing those best suited to meet purpose(s)
- becomes more adept at applying criteria for judging the value of materials. Criteria should include such considerations as coverage, viewpoint, authority, currentness, relevance, quality of illustrations, technical quality of audiovisual media, etc.
- seeks added information by exploring topics related to the main topic
- generally chooses materials which meet personal ability level
- distinguishes between fact and opinion
- makes inferences and draws conclusions from materials read, viewed and heard
- achieves mastery in the meaning and use of computer terms introduced in previous years
- has a basic knowledge of computer related occupations and the impact of computers in daily living

Skill Categories	Grade 9 THE STUDENT...
LIBRARY MEDIA CENTER PROCEDURES ■	- receives a structured orientation to the materials, equipment, organization, policies and procedures if deemed necessary by the library media specialist and/or teacher(s) - follows the procedures for: - check out and return of materials and equipment - use of the equipment - group and individual use of the center - use of the materials in the center - shows consideration of others when in the center - is encouraged to make suggestions of materials to be considered for purchase - visits the center with a constructive purpose for the use of the resources
CARE OF MATERIALS ■	- demonstrates responsibility in the care and use of all print and non-print materials - alerts the library media specialist to damaged materials or equipment
LOCATION OF MATERIALS ■	- demonstrates knowledge of the location and organization of the materials in the center. This should include: - fiction arranged alphabetically by the first two letters of the author's last name - non-fiction organized by subject through the Dewey Decimal System - the location and organization of the biographies both single and collective - the location and organization of the reference section - the location and subject organization of the vertical file(s) - the location of special collections - the location of various non-print materials - the location of models and other realia - knows the location of the nearest public library and understands that the materials there are, generally, organized in an order similar to the school library media center.
USE OF AUDIOVISUAL MATERIALS ■	- properly operates and cares for audiovisual equipment after instruction or a review of instruction. Such equipment may include: record players, tape recorders and players, listening posts, filmstrip projectors and previewers, slide projectors, overhead projectors, opaque projectors, microform readers, 8 mm filmloop projectors, cameras, 8 mm and 16 mm projectors, videotape components, computer/peripheral equipment, others as available - uses the following type(s) of computer software: introduction to tutorial software, continue introduction of data base, spread sheet, graphics and utilities - continues to develop computer software skills taught in previous years
PRODUCTION OF AUDIOVISUAL MATERIALS ■	- receives any needed instruction in the production of audiovisual materials. The planning for such projects should be cooperatively done by teacher and library media specialist. Production may be slides, tapes, videotapes, transparencies, 8 mm films, photographs and others as materials and equipment are available - considers the strengths of the various media available and selects the most suitable
USE OF THE CARD CATALOG ■	- understands that the card catalog is the index to the materials in the library media center - demonstrates the ability to identify possible sources of information through the card catalog by: - use of the alphabetical filing arrangement - use of the guide letters on the front of the drawers - use of the guide words in the catalog - use of the author, title and subject cards - use of the cross-reference cards - use of the descriptive information on the cards such as the annotation, notation of special features such as maps, illustrations, glossaries, the tracings, etc. - differentiating the cards and symbols which represent the non-print materials - understands that history by subject, as United States History, is arranged chronologically rather than alphabetically - locates the actual material after identifying in the card catalog - understands that public and other libraries may have book or microform catalogs

Grade 9

Skill Categories

THE STUDENT...

LOCATION OF INFORMATION

- understands the purpose, scope and limitations of general encyclopedias
- extends skills in using encyclopedias for seeking information to meet personal and curricular needs
- receives review as necessary on the organization and purpose of various reference sources
- continues to increase use through curricular assignments of sources which deal with one subject such as encyclopedias of science, music, art, etc.; books of statistics, directories, government and political sources, special yearbooks, field guides, literary and historical sources, materials on careers, and others
- uses the indexes to periodicals, plays, short stories, etc.
- uses bibliographies to identify sources
- seeks current information through newspapers, magazines and vertical file materials
- uses audiovisual media as sources of information
- uses models and other realia
- seeks additional sources in the public library and through other community resources

KNOWLEDGE OF AND APPRECIATION FOR LITERATURE

- browses through the collection to seek materials of personal interest for independent reading
- reads from a variety of literature forms and genres
- reads magazines as another source of literature
- is encouraged to choose for reading fiction which extends understandings of curricular units
- utilizes audiovisual media such as TV programs, films, recordings, filmstrips, etc. to extend knowledge of literature
- is encouraged through book talks, displays, etc. to widen reading interests
- knows characteristics of some forms of literature
- recognizes elements such as plot, theme, style, mood, motivation, characterization, etc. in materials read, viewed and heard
- shares with peers by oral, written and audiovisual means what has been read, viewed and heard
- reacts to and discusses what has been read, viewed and heard

DISCRIMINATION IN THE LOCATION, SELECTION, AND ORGANIZATION OF INFORMATION

- uses all the parts of a book to aid in locating information and in judging appropriateness for meeting needs
- uses knowledge of special reference materials to identify possible sources of needed information
- compiles bibliographies using a standard form
- uses the index to periodicals and other indexes to more rapidly identify possible sources
- practices skimming techniques
- avoids plagiarism
- summarizes and paraphrases
- uses note taking and outlining
- locates and examines a number of sources and becomes more discriminating in choosing those best suited to meet purpose(s)
- becomes more adept at applying criteria for judging the value of materials. Criteria should include such considerations as coverage, viewpoint, authority, currentness, relevance, quality of illustrations, technical quality of audiovisual media, etc.
- seeks added information by exploring topics related to the main topic
- generally chooses materials which meet personal ability level
- distinguishes between fact and opinion
- makes inferences and draws conclusions from materials read, viewed and heard
- begins to understand the following computer terms:
 - compiler, diskpack, mainframe, source document, download/upload
- has a basic knowledge of computer related occupations and the impact of computers in daily living

Skill Categories

LIBRARY MEDIA CENTER PROCEDURES



CARE OF MATERIALS



LOCATION OF MATERIALS



USE OF AUDIOVISUAL MATERIALS



PRODUCTION OF AUDIOVISUAL MATERIALS



USE OF THE CARD CATALOG



Grade 10

THE STUDENT...

- receives a structured orientation to the library media center cooperatively planned by the library media specialist and the team, department and/or teacher. This should include the organization and location of the materials and equipment as well as the policies and procedures for the use of the center and its resources.
- after orientation follows the procedures for:
 - check out and return of materials and equipment
 - use of equipment
 - group and individual use of the center
 - use of materials in the center
- shows consideration of others when in the center
- is encouraged to make suggestions of materials to be considered for purchase
- visits the center with a constructive purpose for the use of the resources

- demonstrates responsibility in the care and use of all print and non-print materials
- alerts the library media specialist to damaged materials or equipment

- demonstrates knowledge of the location and organization of the materials in the center. This should include:
 - fiction arranged alphabetically by the first two letters of the author's last name
 - non-fiction organized by subject through the Dewey Decimal System
 - the location and organization of the biographies both single and collective
 - the location and organization of the reference section
 - the location and subject organization of the vertical files
 - the location of special collections
 - the location of various non-print materials
 - the location of models and other realia
- knows the location of the nearest public library and understands the materials there are, generally, organized in an order similar to the school library media center
- understands that the Dewey Decimal System is only one method for organizing knowledge; that special libraries may use one of a number of other systems
- is introduced to the Library of Congress Classification System (for students who may be using the Library of Congress and college libraries)

- properly operates and cares for audiovisual equipment after instruction or review of instructions. Such equipment may include:
 - record players, tape recorders and players, listening posts, filmstrip projectors and previewers, slide projectors, overhead projectors, opaque projectors, microform readers, 8 mm filmloop projectors, cameras, 8 mm and 16 mm projectors, videotape components, computer peripheral equipment, others as available
- uses the following type(s) of computer software:
 - introduction to tutorial program
- continues to develop computer software skills taught in previous years

- receives any needed instruction in the production of audiovisual materials. The planning for such projects should be cooperatively done by teacher and library media specialist. Production may be slides, tapes, videotapes, transparencies, 8 mm films, photographs and others as materials and equipment are available
- considers the strengths of the various media available and selects the most suitable

- understands that the card catalog is the index to the materials in the library media center
- receives instruction and develops skills in identifying possible sources of information through the card catalog by:
 - use of the alphabetical filing arrangement
 - use of the guide letters on the front of the drawers
 - use of the guide words in the catalog
 - use of author, title and subject cards
 - use of the cross-reference cards
 - use of the descriptive information on the cards such as the annotation, notation of special features such as maps, illustrations, glossaries, the tracings, etc.
 - differentiating the cards and symbols which represent the non-print materials
- understands that history by subject, as United States History, is arranged chronologically rather than alphabetically
- locates the actual material after identifying in the card catalog
- understands that public and other libraries may have book or microform catalogs

Skill Categories

Grade 10

THE STUDENT ...

LOCATION OF INFORMATION

- understands the purpose, scope and limitations of general encyclopedias
- is introduced to and receives instruction on the organization of the general encyclopedias in the library media center
- uses the encyclopedias for seeking information to meet personal and curricular needs
- receives review as necessary on the organization and purpose of reference sources such as almanacs, yearbooks, atlases, gazetteers, etc.
- is introduced to and uses the indexes to periodicals, plays, short stories, poetry, etc.
- understands the types of materials kept in the vertical file and the subject arrangement of the file
- extends knowledge and use of subject sources. These should include such materials as:
 - subject area encyclopedias
 - special dictionaries
 - literary sources
 - historical sources
 - handbooks
 - government and political sources
 - special yearbooks
 - directories
 - career materials
 - statistical sources
 - and other specialized sources in the school library media center
- uses bibliographies to identify sources
- seeks current information in newspapers, magazines and vertical file materials
- uses audiovisual media as sources of information
- uses models and other realia
- seeks additional sources in public and special libraries and through other community resources

KNOWLEDGE OF AND APPRECIATION FOR LITERATURE

- browses through the collection to seek materials of personal interest for independent reading
- reads from a variety of literature forms and genres
- reads magazines as another source of literature
- chooses fiction to read which extends understandings of curricular units
- increases knowledge and appreciation of literature through audiovisual media as TV programs, films, recordings, filmstrips, etc.
- is encouraged through book talks, displays, etc. to widen reading interests.
- shares with peers by oral, written and audiovisual means what has been read, viewed and heard
- recognizes the characteristics of a number of literature forms
- is able to recognize such elements as plot, subplots, characterization, motivation, theme, mood, viewpoint, etc. in materials read, viewed and heard
- reacts to and discusses what has been read, viewed and heard

DISCRIMINATION IN THE LOCATION, SELECTION, AND ORGANIZATION OF INFORMATION

- uses all the parts of a book to aid in locating information and in judging appropriateness for meeting needs
- uses knowledge of special reference materials to identify possible sources of needed information
- compiles bibliographies using a standard form
- uses the index to periodicals and other indexes to more rapidly identify possible sources
- practices skimming techniques
- avoids plagiarism
- summarizes and paraphrases
- uses note taking and outlining
- seeks primary sources when applicable for meeting purpose(s)
- applies criteria as to coverage, currentness, viewpoint, relevance, authority, quality of illustrations, technical quality of audiovisual media, etc. in judging value of the materials
- seeks added information by exploring topics related to the main topic
- locates and examines a number of possible sources becoming more adept at choosing those which best meet needs
- generally chooses materials which meet personal ability level
- distinguishes between fact and opinion
- makes inferences and draws conclusions from materials read, viewed and heard
- achieves mastery in the meaning and use of computer terms introduced in previous years
- has a basic knowledge of computer related occupations and the impact of computers in daily living

Skill Categories

Grade 11

THE STUDENT...

LIBRARY MEDIA CENTER PROCEDURES

- receives a structured orientation to the materials, equipment, organization, policies and procedures if deemed necessary by the library media specialist and/or teacher(s)
- follows the procedures for:
 - check out and return of materials and equipment
 - use of the equipment
 - group and individual use of the center
 - use of the materials in the center
- shows consideration of others when in the center
- is encouraged to make suggestions of materials to be considered for purchase
- visits the center with a constructive purpose for the use of the resources

CARE OF MATERIALS

- demonstrates responsibility in the care and use of all print and non-print materials
- alerts the library media specialist to damaged materials or equipment

LOCATION OF MATERIALS

- demonstrates knowledge of the location and organization of the materials in the center. This should include:
 - fiction arranged alphabetically by the first two letters of the author's last name
 - non-fiction organized by subject through the Dewey Decimal System
 - the location and organization of the biographies both single and collective
 - the location and organization of the reference section
 - the location and subject organization of the vertical file(s)
 - the location of special collections
 - the location of various non-print materials
 - the location of models and other realia
- knows the location of the nearest public library and understands the materials there are, generally, organized in an order similar to the school library media center
- understands that the Dewey Decimal System is only one method for organizing knowledge; that special libraries may use one of a number of other systems
- is introduced to the Library of Congress Classification System (for students who may be using the Library of Congress and college libraries)

USE OF AUDIOVISUAL MATERIALS

- properly operates and cares for audiovisual equipment after instruction or a review of instruction. Such equipment may include:
 - record players, tape recorders and players, listening posts, filmstrip projectors and previewers, slide projectors, overhead projectors, opaque projectors, microform readers, 8 mm filmloop projectors, cameras, 8 mm and 16 mm projectors, videotape components, computer/peripheral equipment, others as available.
- uses type(s) of computer software introduced in previous years

PRODUCTION OF AUDIOVISUAL MATERIALS

- receives any needed instruction in the production of audiovisual materials. The planning for such projects should be cooperatively done by teacher and library media specialist. Production may be slides, tapes, videotapes, transparencies, 8 mm films, photographs and others as materials and equipment are available
- considers the strengths of the various media available and selects the most suitable

USE OF THE CARD CATALOG

- understands that the card catalog is the index to the materials in the library media center
- demonstrates the ability to identify possible sources of information through the card catalog by:
 - use of the alphabetical filing arrangement
 - use of the guide letters on the front of the drawers
 - use of the guide words in the catalog
 - use of the author, title and subject cards
 - use of the cross-reference cards
 - use of the descriptive information on the cards such as the annotation, notation of special features such as maps, illustrations, glossaries, the tracings, etc.
 - differentiating the cards and symbols which represent the non-print materials
- understands that history by subject, as United States History, is arranged chronologically rather than alphabetically
- locates the actual material after identifying in the card catalog
- understands that public and other libraries may have book or microform catalogs

Skill Categories

Grade 11

THE STUDENT ...

LOCATION OF INFORMATION

- understands the purpose, scope and limitations of general encyclopedias
- uses encyclopedias for seeking information to meet personal and curricular needs
- receives review as necessary on the organization and purpose of reference sources such as almanacs, yearbooks, atlases, etc.
- uses the indexes to periodicals, plays, short stories, poetry, etc.
- extends knowledge and use of subject sources. These should include such materials as:
 - subject area encyclopedias
 - special dictionaries
 - literary sources
 - historical sources
 - handbooks
 - government and political sources
 - special yearbooks
 - directories
 - career materials
 - statistical sources
 - and other specialized sources in the school library media center
- uses bibliographies to identify sources
- seeks current information in newspapers, magazines and vertical file materials
- uses audiovisual media as sources of information
- uses models and other realia
- seeks additional sources in public and special libraries and through other community resources

KNOWLEDGE OF AND APPRECIATION FOR LITERATURE

- browses through the collection to seek materials of personal interest for independent reading
- reads from a variety of literature forms and genres
- reads magazines as another source of literature
- chooses fiction to read which extends understandings of curricular units
- increases knowledge and appreciation of literature through audiovisual media as TV programs, films, recordings, filmstrips, etc.
- is encouraged through book talks, displays, etc. to widen reading interests.
- shares with peers by oral, written and audiovisual means what has been read, viewed and heard
- recognizes the characteristics of a number of literature forms
- is able to recognize such elements as plot, subplots, characterization, motivation, theme, mood, viewpoint, etc. in materials read, viewed and heard
- reacts to and discusses what has been read, viewed and heard

DISCRIMINATION IN THE LOCATION, SELECTION, AND ORGANIZATION OF INFORMATION

- uses all the parts of a book to aid in locating information and in judging appropriateness for meeting needs
- uses knowledge of special reference materials to identify possible sources of needed information
- compiles bibliographies using a standard form
- uses the index to periodicals and other indexes to more rapidly identify possible sources
- practices skimming techniques
- avoids plagiarism
- summarizes and paraphrases
- uses note taking and outlining
- seeks primary sources when applicable for meeting purposes
- applies criteria as to coverage, currentness, viewpoint, relevance, authority, quality of illustrations, technical quality of audiovisual media, etc. in judging value of the materials
- seeks related information by exploring topics related to the main topic
- locates and examines a number of possible sources becoming more adept at choosing those which best meet needs
- generally chooses materials which meet personal ability level
- distinguishes between fact and opinion
- makes inferences and draws conclusions from materials read, viewed and heard
- achieves mastery in the meaning and use of computer terms introduced in previous years
- has a basic knowledge of computer related occupations and the impact of computers in daily living

Skill Categories

Grade 12

THE STUDENT ...

LIBRARY MEDIA CENTER PROCEDURES

- receives a structured orientation to the materials, equipment, organization, policies and procedures if deemed necessary by the library media specialist and/or teacher(s)
- follows the procedures for:
 - check out and return of materials and equipment
 - use of the equipment
 - group and individual use of the center
 - use of the materials in the center
- shows consideration of others when in the center
- is encouraged to make suggestions of materials to be considered for purchase
- visits the center with a constructive purpose for the use of the resources

CARE OF MATERIALS

- demonstrates responsibility in the care and use of all print and non-print materials
- alerts the library media specialist to damaged materials or equipment

LOCATION OF MATERIALS

- demonstrates knowledge of the location and organization of the materials in the center. This should include:
 - fiction arranged alphabetically by the first two letters of the author's last name
 - non-fiction organized by subject through the Dewey Decimal System
 - the location and organization of the biographies both single and collective
 - the location and organization of the reference section
 - the location and subject organization of the vertical file(s)
 - the location of special collections
 - the location of various non-print materials
 - the location of models and other realia
- knows the location of the nearest public library and understands the materials there are, generally, organized in an order similar to the school library media center
- understands that the Dewey Decimal System is only one method for organizing knowledge; that special libraries may use one of a number of other systems
- is introduced to the Library of Congress Classification System (for students who may be using the Library of Congress and college libraries)

USE OF AUDIOVISUAL MATERIALS

- properly operates and cares for audiovisual equipment after instruction or a review of instruction. Such equipment may include:
 - record players, tape recorders and players, listening posts, filmstrip projectors and previewers, slide projectors, overhead projectors, opaque projectors, microfilm readers, 8 mm filmloop projectors, cameras, 8 mm and 16 mm projectors, videotape components, computer/peripheral equipment, others as available
- uses type(s) of computer software introduced in previous years

PRODUCTION OF AUDIOVISUAL MATERIALS

- receives any needed instruction in the production of audiovisual materials. The planning for such projects should be cooperatively done by teacher and library media specialist. Production may be slides, tapes, videotapes, transparencies, 8 mm films, photographs and others as materials and equipment are available
- considers the strengths of the various media available and selects the most suitable

USE OF THE CARD CATALOG

- understands that the card catalog is the index to the materials in the library media center
- demonstrates the ability to identify possible sources of information through the card catalog by:
 - use of the alphabetical filing arrangement
 - use of the guide letters on the front of the drawers
 - use of the guide words in the catalog
 - use of the author, title and subject cards
 - use of the cross-reference cards
 - use of the descriptive information on the cards such as the annotation, notation of special features such as maps, illustrations, glossaries, the working, etc.
 - differentiating the cards and symbols which represent the non-print materials
- understands that history by subject, as United States History, is arranged chronologically rather than alphabetically
- locates the actual material after identifying in the card catalog
- understands that public and other libraries may have book or microfilm catalogs

Skill Categories

Grade 12

THE STUDENT • • •

LOCATION OF INFORMATION

- understands the purpose, scope and limitations of general encyclopedias
- uses encyclopedias for seeking information to meet personal and curricular needs
- receives review as necessary on the organization and purpose of reference sources such as almanacs, yearbooks, atlases, etc.
- uses the indexes to periodicals, plays, short stories, poetry, etc.
- extends knowledge and use of subject sources. These should include such materials as:
 - subject area encyclopedias
 - special dictionaries
 - literary sources
 - historical sources
 - handbooks
 - government and political sources
 - special yearbooks
 - directories
 - career materials
 - statistical sources
 - and other specialized sources in the school library media center
- uses bibliographies to identify sources
- seeks current information in newspapers, magazines and vertical file materials
- uses audiovisual media as sources of information
- uses models and other realia
- seeks additional sources in public and special libraries and through other community resources

KNOWLEDGE OF AND APPRECIATION FOR LITERATURE

- browses through the collection to seek materials of personal interest for independent reading
- reads from a variety of literature forms and genres
- reads magazines as another source of literature
- chooses fiction to read which extends understandings of curricular units
- increases knowledge and appreciation of literature through audiovisual media as TV programs, films, recordings, filmstrips, etc.
- is encouraged through book talks, displays, etc. to widen reading interests.
- shares with peers by oral, written and audiovisual means what has been read, viewed and heard
- recognizes the characteristics of a number of literature forms
- is able to recognize such elements as plot, subplot, characterization, motivation, theme, mood, viewpoint, etc. in materials read, viewed and heard
- reacts to and discusses what has been read, viewed and heard

DISCRIMINATION IN THE LOCATION, SELECTION, AND ORGANIZATION OF INFORMATION

- uses all the parts of a book to aid in locating information and in judging appropriateness for meeting needs
- uses knowledge of special reference materials to identify possible sources of needed information
- compiles bibliographies using a standard form
- uses the index to periodicals and other indexes to more rapidly identify possible sources
- practices skimming techniques
- avoids plagiarism
- summarizes and paraphrases
- uses note taking and outlining
- seeks primary sources when applicable for meeting purposes(s)
- applies criteria as to coverage, currentness, viewpoint, relevance, authority, quality of illustrations, technical quality of audiovisual media, etc. in judging value of the materials
- seeks added information by exploring topics related to the main topic
- locates and examines a number of possible sources becoming more adept at choosing those which best meet needs
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